



**The Office of International Education  
at Harper College**



*2020 Andrew Heiskell Award for  
Innovation in International Education*

## **Overview**

The Office of International Education (OIE) at Harper College believes that global education is central to the mission of the college because it

- enhances student engagement,
- builds skills in problem solving, critical thinking, recognizing bias and tolerating ambiguity,
- develops student agency, and
- promotes career readiness.

For all of these reasons, we believe that developing global perspectives among our students is a responsibility that all educators share. It is not the exclusive domain of any single department or program. As educators, we all embrace the responsibility to help our students develop an understanding of the world as a single interdependent system comprised of many interacting parts. This Summary Report offers a glimpse of the range of programs and initiatives that the Office of International Education and its allies on campus are involved in.

## **Office of International Education**

The Office of International Education was established in 2014 by consolidating several areas associated with global campus programming, study abroad, and faculty development. (See Appendix D for a historical timeline of international education at Harper College.) Staffed by the faculty director and a Program Assistant, the Office serves as a resource to the college in its mission to educate students for leadership in an increasingly complex global society. We achieve this goal through collaborative programming and curricula that ensure all students have the knowledge and understanding of culture, language, history, geography, and global perspectives necessary to succeed in a world marked by interdependence, diversity, and rapid change.

## **Mission**

The mission of the Office of International Education is to promote the internationalization of the students, faculty, curricula, programs, and community of Harper College. The Office serves as a focal point for coordination and leadership of campus internationalization efforts. The Office also

- provides essential and coordinating services for study abroad, internationalization of the campus, and serves as a point of contact and coordination for external communications and partnerships;
- promotes and advances faculty development through international scholarship and research/study opportunities;

- coordinates campus event-planning with the Shared Governance International Studies and Programs Committee;
- offers an innovative curriculum of courses that provides students with the cultural, economic, political, and historical foundations for understanding global issues;
- recruits and supports international scholars and partnerships;
- seeks out international development opportunities and partnerships locally and internationally;
- provides a forum for the discussion of issues of global significance; and
- creates opportunities for student, faculty, staff, administration, and community experiences abroad.

The Office of International Education supports and coordinates international activities of campus units, utilizes campus resources efficiently and effectively, and maximizes support for and results of all efforts at internationalization on campus.

### **Vision**

The Office of International Education strives to be a regional leader in providing campus-wide programming and learning opportunities that foster an inter-culturally competent campus culture through the ongoing and transformative education of Harper College's students, faculty, staff, and community.

### **Goals**

The goals of the Office of International Education are to

- shape tomorrow's leaders with values-centered global perspectives;
- sponsor and promote the study of contemporary global issues with special attention to universal values, in particular the dignity of the individual, peace and justice reconciliation, and responsible stewardship of resources;
- bridge disciplinary boundaries to generate diverse perspectives;
- establish new study, internship, and training opportunities abroad across all programs (transfer and certificate), especially for students who have been traditionally underrepresented in these activities;
- develop global content across disciplinary boundaries;
- oversee further curriculum development and articulation;
- initiate the development of international programs and projects;
- establish and implement Global Learning Outcomes across the Gen Ed curriculum; and
- advance interdisciplinary collaboration through faculty working groups, conferences, workshops and funding opportunities.

## **Affirming Statement:**

The Office of International Education is committed to being an inclusive, respectful, and equitable educational community for students of all genders, sexualities, abilities, ages, socioeconomic classes, nationalities and ancestries, immigration statuses, races, ethnicities, military histories, and religious and cultural identities. Participating students, faculty, and staff are expected to do their part to uphold this commitment so as to ensure that the program remains accessible to all involved.

We also acknowledge that our campus office occupies the ancestral lands of the Ojibwe, Odawa, Kiikaapoi (Kickapoo), Peoria, Bodéwadmiakiwen (Potawatomi), Myaamia, Očhéthi Šakówiŋ (Sioux) and other Peoples. Our global programs take place on the ancestral lands of many indigenous peoples. We are ever mindful of our present participation in colonial practices and strive to minimize any negative effects of our programs and through our presence on those lands. We affirm that awareness and ongoing education are the first steps in confronting the legacy of colonialism and in honoring the original custodians of the lands we occupy.

**Location:** L building, room 229

## **Staff**

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## **Media**

Office of International Education website: <https://www.harpercollege.edu/academics/international>

*Worlding.US: Situating Harper Faculty and Students in a Globalized World* Blog:

<https://worldingus.wordpress.com/>

Facebook: <https://www.facebook.com/harperOIE/>

Instagram: @harper\_oie

OIE YouTube Channel: <https://www.youtube.com/channel/UCgyJSKRh9VpoTLxzMF702mQ>

## Internationalization @ Harper College

Our approach to campus internationalization, Harper's *Roadmap to the World*, consists of three conceptual coordinates:

- **Strategic Planning:** Developed every 5 years, our Strategic Plan for Internationalization articulates the goals, objectives, of activities of the Office of International Education.
- **Global Region of Focus:** Winner of the 2018 NAFSA Senator Paul Simon Spotlight Award and the 2020 IIE Andrew Heiskell Award for Innovation in International Education, this initiative organizes campus internationalization efforts in a 3-year cycle of faculty development, study abroad, and campus programming centered around a region of the world.
- **International Mobility:** Providing opportunities for our students and faculty to research, work, and study abroad and hosting international scholars on our campus are essential features of our internationalization efforts.

### Strategic Planning

The purpose of the Strategic Plan for Internationalization is to articulate the goals, objectives, and activities of the Office of International Education over a period of five years. Through its Strategic Plan, the Office cultivates an environment for global and intercultural educational experiences that promotes respect for individual rights and an awareness of the global interdependence of all human groups. The plan is evaluated at the beginning of each academic year by the Office of International Education leadership team, which includes OIE personnel, members of the International Studies and Programs Shared Governance Committee and allied faculty, in order to make updates, additions, and deletions based upon current information, budgetary considerations, and other relevant input. The final draft of the 2020-2025 Strategic Plan for Internationalization was adopted by the International Studies and Programs committee in fall semester 2020. (See Appendix A for the 2020-2025 Strategic Plan.)

### Global Region of Focus

Launched in 2014 after a two-year strategic planning process, Harper College's Global Region of Focus Initiative is a 3-year cycle of interdisciplinary programs and area studies centered around a region of the world chosen in conjunction with our shared governance International Studies and Programs committee. Designed to strengthen undergraduate education in the area of the regional focus, the Global Region of Focus initiative is marked by specific goals and themes for each year. The first year features a professional development Faculty International Field Seminar including coursework and travel to the region, followed by a Visiting Faculty Lectureship in the second year, and student study abroad experiences to the Global Focus region in both the second and third years.

The success of our Global Region of Focus Initiative has garnered both faculty and administrative support across our campus. The college administration appreciates that our

approach to internationalization is fiscally responsible, strategic, and connected to the college's Strategic Goals. Faculty participation in our programs has consistently increased over the 3 years of the first Global Region of Focus.

The impact of the GRF initiative on curriculum development and infusion has been substantial. For the first GRF, 3289 students were impacted by programs related to Africa. In its second iteration, 4745 students were impacted by GRF Latin America-related programs.

As we transition to Asia as the next GRF, we have extended the cycle to 4 years (2020-2024) in order to accommodate setbacks and missed opportunities from the pandemic. This past spring, 17 faculty from 13 different departments across 4 divisions, including both transfer and career programs, participated in the GEC *Extending the Walls of the Classroom: Infusing South Asia into Harper College*, and have created curriculum infusion projects. Both the first and second year will focus on faculty development, and the Faculty International Field Seminar to India has been postponed due to the COVID-19 pandemic until January 2021. Faculty participants in the GEC will be able to submit a supplemental application for the Field Seminar. We will seek a Foreign Language Teaching Assistant (FLTA) through IIE in year two and a Fulbright SIR in year three.

(A more detailed analysis of the GRF can be found in Appendix B.)

### **International Mobility**

Study abroad was formally reintroduced in 2012 after a 4-year hiatus. Since 2012, 344 students have had an education abroad experience through Harper College. Of those students, 91% (315) participated in 27 different faculty-led programs, and 8.5% (29) participated in programs through our consortial/affiliate partners. Approximately 35% (121) of all students studying abroad participated in programs before we organized our internationalization efforts around the Global Region of Focus (GRF) initiative in 2014.

The Global Region of Focus initiative organizes all of our internationalization efforts around a region of the world in 3-year cycles and has had a measureable impact on the success of our programs. Between 2014 and summer 2019, 223 students studied abroad in 20 different countries.

During the first GRF: Africa (2014-2017), 13% of all study abroad students and 16% of faculty-led programs travelled to Africa. In its second iteration, 78% of students and 50% of faculty-led programs travelled to countries in the GRF: Latin America (2017-2020). For the third year of our Latin America Focus, 100% of applications received for faculty-led programs were to countries within our Global Region of Focus (Cuba, Mexico, Nicaragua, and Panama). Due to the pandemic, all of these programs have been suspended.

## **Fulbright and Visiting Scholars**

- Fall semester 1999: Dr. Yi-Qing Liu of the English Department of Beijing University
- Fall semester 2001: Prof. Dumisani Moyo of the University of Zimbabwe
- Fall semester 2001 (6 weeks): Prof. Ignatius Mambasa of the University of Zimbabwe
- Spring semester 2002 (4 weeks): Dr. Jihui Wang of the English Department, Peking University
- Fall semester 2005: Prof. Ederson Zanetti of University of Parana in Brazil
- Spring semester 2007 (6 weeks): Dr. Mohamed Aafif, Professor of History at Mohammed V University in Rabat, Morocco (*Direct Access to the Muslim World* Fulbright Visiting Specialist)
- Fall semester 2015: Prof. Jimrex Byamugisha of Makerere University in Kampala, Uganda
- Academic year 2018-2019: Prof. Jairo Viales of the National University of Costa Rica—Sarapiquí campus
- Spring semester 2023: Dr. Rabia Ali of the Department of Sociology at the International Islamic University, Islamabad, Pakistan.

## **Global Learning Outcomes**

Working through the shared governance Curriculum committee, the Office of International Education has aligned the learning outcomes for the World Cultures and Diversity graduation requirement with its Global Learning Outcomes. There are six outcomes intended to promote awareness of and respect for the uniqueness and plurality of the identities of the groups and societies making up humankind.

1. Describe the interdependence and interconnectedness of world systems (e.g., financial, technological, economic, political, religious, etc) and their components (e.g., nations, ethnic groups, social classes, etc.).
2. Explain basic information about other cultures (e.g., their histories, values, politics, economics, communication styles, values, beliefs, and/or practices).
3. Demonstrate an understanding of one or more aspects of the social, political, cultural, economic, or historical context of at least one region of the world outside of the United States.
4. Demonstrate competence in intercultural communication and/or sociolinguistic awareness (e.g., acquiring basic local language skills, articulating differences in verbal/non-verbal communication, adjusting one's speech to accommodate individuals from other cultures).
5. Analyze Western and non-Western cultural traditions in a world context or from a comparative perspective.

6. Evaluate issues of social justice and sustainable development (e.g., identify ethical, political, economic, social and/or environmental global challenges and evaluate local and broader consequences of individual and collective interventions).

All faculty-led study abroad programs must include at least two of these outcomes, and most faculty professional development workshops and projects associated with the Global Region of Focus are tied to these outcomes.

Since the adoption of these Global Learning Outcomes, the work group has conducted annual campus-wide assessment of transfer and study abroad programs. Although the results are inconclusive, they suggest a correlation between number of credit hours achieved at the college and competence in the areas assessed. OIE is working with the Office of Outcomes Assessment to align assessment of these outcomes with the campus-wide assessment of the Diverse Perspectives and Cultures General Education outcome.

## **Global Scholars Distinction**

The Office of International Education oversees and administers the Global Scholars Distinction graduation honor. The Distinction is designed to promote, acknowledge, and reward individual students' real, life-changing intercultural growth during their studies at Harper College. A student who earns this graduation honor will have met the following requirements:

- Grade of C or better in 12 hours of interdisciplinary academic coursework (distributed across at least two AOIs)
- Minimum 2.0 cumulative GPA
- Complete the Abstract and Prospectus of the project proposal
- Create and present a capstone project

The Global Scholars Distinction

- is attractive to transfer institutions, scholarship committees, and employers
- validates a student's background knowledge and personal growth
- encourages students to become productive, global citizens
- promotes leadership skills needed for success in our complex global society
- offers students the opportunity to work closely with faculty as mentors
- appears on a student's transcript, displaying their achievement

Students are supported through the Prospectus and Capstone activities by the Director of International Education and qualified faculty advisors/mentors. The Distinction offers students an opportunity to work closely with Harper faculty and exposes students to different cultures, creating a unique advantage for students' future employment, scholarship possibilities, and higher education experiences.



## **Social Justice Leadership Certificate program**

In collaboration with the Office of Diversity, Equity, and Inclusion, the Office of International Education coordinates this competitive professional development program for faculty and staff. The SJLC consists of a year-long, project-based curriculum focusing on social justice theory, the institutional structure and organizational decision-making practices of Harper College. Participants are supported through the project development and implementation phases of the program by a SJLC Peer Coach.

The objectives of the program are to

- build skills and capacities in faculty and staff to lead and support initiatives related to diversity and inclusion.
- orient the community towards an awareness of social justice in all areas of the college.
- implement a social justice lens in supporting student success and employee engagement.
- build community and support for employees advancing diversity and inclusion at Harper.

Begun in 2018, the program has successfully graduated 20 colleagues in three cohorts. The 2021-22 cohort is comprised of 10 Harper employees. Cohort projects have included professional development workshops on White Fragility and trauma-informed pedagogy, research and advocacy for a childcare facility for Harper College students, and the development of an intercultural space for students.

## **The Future of International Education at Harper College**

Although it is certainly a cliché to say that we live in a borderless world in which our well-being depends on global cooperation, this pandemic has made it painfully clear just how true this overused statement is. We know the current public health crisis, marked by shelter in place orders, states of emergency, travel bans, and visa restrictions, will have profound and lasting impacts on the way that institutions think about and practice international education. Indeed, the first casualty of the traditional international education framework was study abroad.

So, the question facing global educators is, how do we engage students in international learning and intercultural understanding in new ways?

For OIE, the pandemic represents a potential global learning opportunity for our campus, as it touches biology, medicine, cultural studies, communications, public health, politics, policy, and an array of other fields. We are assisting our faculty in incorporating related content into their courses and encouraging them to collaborate with colleagues to provide integrated learning opportunities for students. In addition to promoting subject-related learning, we are exploring “virtual opportunities,” such as Collaborative Online International Learning (COIL), and digital curriculum and co-curriculum modules. We are curating and hosting on our YouTube channel a

conversation series with faculty, staff, administration, and students on their “global” experiences both prior to and at Harper College. Through our partners in Costa Rica, we commissioned and have received a series of mini-lectures on a variety of ecological and conservation topics. These modules are very adaptive and will be infused in a variety of classes this fall. And finally, OIE personnel have participated in several web-based workshops on virtual pedagogies and are investigating new technologies and applications (e.g., a 360 camera and Adobe Captivate) to create virtual supplemental curriculum-based projects.

After all, we know that when some semblance of normalcy returns, “global competency” will continue to be the key to success in the education and job markets. Indeed, it will be all the more imperative to be “global ready” to compete in the highly demanding and constantly-changing global economy. As businesses become realigned globally in a post-COVID world, they will want employees with social, cultural, geographic, and communication skills, which is Harper College’s stock in trade.

In sum, OIE is excited and believes that our emphasis on encounters and engagements with difference in a variety of formats will not only revolutionize the way we “do” international education but will also have the effect of reaching more students. Now more than ever, we need globally-educated citizens who understand the interconnectedness of the world and will act with compassion and empathy toward their fellow humans.

And that’s what we in the Office of International Education strive to do every day!

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## **Appendix A**

### **Strategic Plan for the Internationalization of Harper College**

#### **Office of International Education**

**2020-2025**

The purpose of the Strategic Plan for Internationalization is to articulate the goals, objectives, and activities of the Office of International Education over the next four years. Through this plan, the Office of International Education (OIE) will cultivate an environment for global and intercultural educational experiences that promote respect for individual rights and an awareness of the global interdependence of all human groups. This plan will be evaluated at the beginning of each academic year by the Office of International Education team, which includes members of the International Studies and Programs Shared Governance Committee and allied faculty, in order to make updates, additions, and deletions based upon current information, budgetary considerations, and other relevant input.

#### **Mission Statement**

The Office of International Education serves as a resource to the College and surrounding communities to celebrate the many contributions of the world's cultures and traditions, and will foster the continuing global education of its citizenry. We develop international awareness through collaborative programs that enhance knowledge of global dynamics, cultural diversity, and world issues for students, faculty, staff, and the surrounding community. We are committed to educating students for leadership in an increasingly complex global society.

#### **Vision Statement**

The Office of International Education strives to be a regional leader in providing campus-wide programming and learning opportunities that foster an inter-culturally competent campus culture through the ongoing and transformative education of Harper College's students, faculty, staff, and community.

#### **Affirming Statement**

The Office of International Education is committed to being an inclusive, respectful, and equitable educational community for students of all genders, sexualities, abilities, ages, socioeconomic classes, nationalities and ancestries, immigration statuses, races, ethnicities, military histories, and religious and cultural identities. Participating students, faculty, and staff are expected to do their part to uphold this commitment so as to ensure that the program remains accessible to all involved.

We also acknowledge that our campus office occupies the ancestral lands of the Ojibwe, Odawa, Kiikaapoi (Kickapoo), Peoria, Bodéwadmikiwen (Potawatomi), Myaamia, Očhéthi Šakówiŋ (Sioux) and other Peoples. Our global programs take place on the ancestral lands of many indigenous peoples. We are ever mindful of our present participation in colonial practices and

strive to minimize any negative effects of our programs and through our presence on those lands. We affirm that awareness and ongoing education are the first steps in confronting the legacy of colonialism and in honoring the original custodians of the lands we ~~are privileged to occupy~~.

### **College Context**

The mission of the Office of International Education aligns with and supports a number of the Strategic Directions and Goals of Harper College's FY 2021-2025 Strategic Plan.

#### **Strategic Goal: CORE VALUES**

Statement: Implement practices that promote Harper's Core Values of Respect, Integrity, Collaboration, and Excellence.

**OIE Supporting Statement:** As expressed in its Mission, Vision, and Affirming statements, the OIE is dedicated to creating an interculturally responsive and engaged campus. Through the work of its shared governance committee and programs, the OIE fosters a culture that embraces and embodies the Core Values of the College.

#### **Strategic Goal: EQUITY**

Statement: Build institutional capacity to support equity, diversity, and inclusion.

**OIE Supporting Statement:** The OIE strives to offer intentional and transformative campus and international programs that are accessible to all. These programs promote intercultural competence and engage in purposeful interactions through an equity lens. The Office reflects a commitment to diversity, equity, and inclusion in the transparency of its policies and practices.

#### **Strategic Goal: STUDENT SUCCESS**

Statement: Identify and remove barriers to student success.

**OIE Supporting Statement:** In order for students to be prepared for a global workforce, instructional methods, curricula, and assessment techniques need to be informed by a global perspective. The OIE promotes global learning outcomes and a variety of assessment tools to create interculturally responsive learning environments that prepare students to succeed in a world marked by interdependence, diversity, and rapid change. The analysis of disaggregated student impact data indicates that while we have been successful in increasing retention and completion rates among students in our programs, we have work to do in increasing participation and success by underrepresented student populations.

## **Strategic Goal: TEACHING & LEARNING**

Statement: Implement innovative and inclusive teaching and learning.

**OIE Supporting Statement:** Through its programs and faculty professional development initiatives, the OIE strives to achieve a globally-competent faculty who utilize innovative and interculturally competent pedagogies. The student impact data that we have collected from our award-winning Global Region of Focus program has demonstrated that our training initiatives impact student learning directly. Through OIE initiatives, such as the development of Global Learning Outcomes, we promote essential skills for our students to succeed in a multicultural world and workforce.

## **Strategic Goal: PARTNERSHIPS**

Statement: Advance relationships among education, community, and workforce partners.

**OIE Supporting Statement:** Through its global network of contacts, the OIE strives to build productive academic partnerships with educational and community-based organizations both locally and globally. The goal of these partnerships is to build sustainable opportunities for our students to study, intern, and perhaps work in intercultural environments. Many of our partnerships are built on relationships first established through academic exchange initiatives such as the Fulbright Scholar-in-Residence program and the global network of institutions through Community Colleges for International Development (CCID).

## **Strategic Goal: AWARENESS & OUTREACH**

Statement: Enhance awareness of and access to Harper College programming, resources, events, and partnerships.

**OIE Supporting Statement:** The OIE's marketing and outreach plan strives to connect the campus and public with our programs, resources, and services through a variety of social media outlets and includes a public blog on topics related to international education. The OIE collaborates with various campus offices to promote participation in College programs such as the Global Scholars Distinction and a fully online series of mini-certificate programs in business and TESOL.

## **Implementation**

The task of implementing the Office of International Education Strategic Plan shall fall primarily to the faculty Director and full-time Program Assistant of the Office of International Education. In addition, the members of the shared governance International Studies and Programs committee will serve a vital function as implementers of this Strategic Plan and as Ambassadors at-large for the Office. The Responsibility column in the following document reflects primary

responsible parties, which in no way precludes the consultation and involvement of other stakeholders. The Office of International Education encourages the wide and vigorous participation of all interested parties.

## **Office of International Education Strategic Goals**

### **1. Campus Global Education Initiatives**

Statement: Increase student, faculty, and staff participation through improved program quality, variety (including virtual), accessibility, and opportunities for intercultural learning.

- Corresponds to HC Strategic Goals: Core Values, Equity, T&L, Student Success, Awareness & Outreach

### **2. Internationalization of Curricula and Programs**

Statement: Promote international, intercultural, and interdisciplinary competencies across range of academic curricula and through campus programming.

- Corresponds to HC Strategic Goals: Core Values, Student Success, T&L

### **3. International Partnerships and Collaborations**

Statement: Increase intercultural, multinational, and multilingual partnerships and collaborations through increased sustainable opportunities for local and global community engagement.

- Corresponds to HC Strategic Goals: Core Values, Partnerships, Awareness & Outreach

### **4. International Student Support**

Statement: Increase support for international students before, during and after enrollment.

- Corresponds to HC Strategic Goals: Student Success, T&L, Partnerships, Awareness & Outreach

## **Appendix B**

### **Analysis of Global Region of Focus Initiative**

#### **Goals:**

- Year One: faculty development through a competitive application process participate in a 15-hour Graduate Equivalent Course through Academy for Teaching Excellence and a 16-day academic field seminar
- Year Two: host visiting scholar
- Years Two and Three: take students on faculty-led study abroad programs to region

#### **Outcomes**

##### **2014-2017: Africa**

- 9 faculty from 7 different departments across 4 divisions representing both transfer and career programs participated in GEC, created curriculum infusion projects, and travelled to Uganda and Rwanda.
- 2474 students impacted by infusion of 101 sections of 34 discrete classes.
- Faculty participants gave formal presentations at 9 national and international conferences.
- Jimrex Byamugisha, Fulbright Scholar-in-Residence from Makerere University, Uganda, gave 22 campus presentations, workshops, and guest lectures, reaching some 600 students.
- 19 students participated in 2 study abroad service programs to Global Region of Focus (Zimbabwe and Uganda)
- 3289 students impacted by Global Region of Focus initiative through student and faculty presentations, workshops, and guest lectures (including a semester-long Fulbright residency)

##### **2017-2020: Latin America**

- 14 faculty from 13 different departments across 4 divisions representing both transfer and career programs participated in GEC, created curriculum infusion projects, and travelled to Guatemala, El Salvador, and Nicaragua
- 2468 students impacted by infusion of 109 sections of 64 discrete classes
- Prof. Jairo Viales, Fulbright Scholar-in-Residence from the National University of Costa Rica, has given 93 campus presentations, workshops, and guest lectures, reaching some 2236 students



- 41 students participated in 3 study abroad programs to Global Region of Focus
- An additional 4 faculty-led programs with an anticipated enrollment of approximately 50+ students were submitted for spring 2020. These were cancelled due to the COVID-19 pandemic.
- 4745 students impacted by Global Region of Focus initiative through student and faculty presentations, workshops, and guest lectures (including a year-long Fulbright residency)

**Overall Impact through 2 iterations of GRF**

- 8035 students through presentations, workshops, and guest lectures
- 641 students participated in 13 study abroad programs to Global Region of Focus
- An additional 4 faculty-led programs with an anticipated enrollment of approximately 50+ students were submitted for spring 2020. These were cancelled due to the COVID-19 pandemic.
- 60 students studied abroad in 6 different countries
- 19 faculty from 16 different departments across 4 divisions, including both transfer and career programs

**Summary Table 1.**

	Africa: 2014-17	Latin America: 2017-20
GEC Faculty	9	16
Departments	7	14
Divisions	4	4
Courses and sections	34 courses 101 sections	64 courses 109 sections
Students impacted	2474	2468
Study Abroad Students	19	41*
Fulbright students	600+	2200+
Total impact	3290+	4700+

*\*This number reflects only Years One and Two of the Latin America GRF because all study abroad programs were suspended in March 2020 due to the COVID-19 pandemic.*

## **Appendix C**

### **Analysis of Education Abroad**

#### **2010 -2012: Study abroad suspended since 2008**

0 students studied abroad through Harper College

#### **2012-2014: Study abroad was reinstated through first *Internationalization Plan***

121 students studied abroad in 7 different countries

- 114 participated in 9 different faculty-led program
- 7 participated through our consortial and/or affiliate partners

#### **2014-2017: Global Region of Focus (Africa)**

169 students studied abroad in 12 different countries

- 149 participated in 12 different faculty-led programs
  - 19 students participated in 2 faculty-led programs to the Global Region of Focus (Uganda and Zimbabwe)
- 20 participated through our consortial and/or affiliate partners

#### **2017-spring 2019: Years 1 and 2 of GRF (Latin America)**

54 students studied abroad in 8 different countries

- 52 participated in 6 different faculty-led programs
  - 41 students participated in 3 faculty-led programs to the Global Region of Focus (Costa Rica, Nicaragua, and Panama)
- 2 participated through our consortial and/or affiliate partners

#### **Summer 2019 – spring 2020: Year Three of GRF (Latin America)**

4 faculty-led programs were proposed to Global Region of Focus (Cuba, Mexico, Nicaragua, and Panama) with anticipated total enrollment of approximately 50-60 students

10 students began applications to study abroad through our consortial and/or affiliate programs

*All Study Abroad programs were suspended in March 2020 due to the COVID-19 pandemic.*

## Appendix D

### Historical Timeline of International Education at Harper College

1986: Harper College was a founding member of the Illinois Consortium for International Studies and Programs (ICISP), which provides leadership in international education and cultural diversity throughout Illinois and contiguous states. ICISP is open to all Illinois public and private two-year colleges, and by invitation to four year colleges and universities in Illinois, as well as two and four year institutions and consortia in Iowa, Wisconsin, and Indiana. The Consortium offers cost-effective programs for both students and faculty, and essential administrative services to members.

1995: Harper College appointed a faculty coordinator for International Studies and Programs (ISP) and created a college-wide programmatic committee to assist in the creation and coordination of campus activities.

2000-2010: Although education abroad and other programs were suspended during this decade, the ISP committee did host five symposia:

- “The Middle East through Arab Eyes.” April 2003
- “USA PATRIOT Act in Perspective: Threat or Protection?” October 2003
- “Immigration and Patriot Acts: Documenting the Undocumented.” April, 2004
- “Peace, Patriotism, and Dissent: Democracy in the Balance.” October, 2004
- “The Syrians: Who Are They and Are They Next?” March, 2005

2010: A faculty coordinator was chosen through a competitive application process. The coordinator was tasked with implementing a review of the status of internationalization at the college and developing a comprehensive plan for the internationalization of the campus. The review process resulted in “A Multi-Year Phased Strategy for the Internationalization of Harper College,” which served as the college’s first Strategic Plan for International Education 2010-2015.

2011: In a unique collaboration, the Office of International Education and the International Student Office began to host the annual Develop Your World: International Education Summit on the campus of Harper College. Since 2011, scholars, faculty, and administrators from colleges and universities in Illinois and Wisconsin have come together to discuss best practices in and the future of international education on our campuses. Within the context of comprehensive and holistic internationalization, combining study abroad, international students, and curriculum internationalization, each Summit focuses on a theme. Past conferences have covered the themes of Faculty Development; Comprehensive internationalization; Language Study and Internationalization; and Teaching Global Sustainability. Conference speakers have

included Dr. John Hudzik, Dr. Hilary Kahn, Dr. Chris Cartwright, Dr. Lance Askildson, and Anuradha Mittal.

2013: Harper College implemented the Distinction in International Perspectives. To achieve the Distinction, students must complete 12 hours of interdisciplinary academic studies through courses designated as having substantial global content, as well as a Portfolio and Capstone project.

2014: The International Studies and Programs committee became a Shared Governance committee, which formalized its place and role in the college. The committee is comprised of 15 faculty and administrators and meets monthly to carry out its mission of promoting global awareness at the college.

2015: The Office of International Education was created to provide essential and coordinating services for study abroad, internationalization of the curricula; promote and advance faculty development through international scholarship and research/study opportunities; coordinate campus event-planning; oversee curriculum development and articulation; and seek out international development opportunities and partnerships locally and internationally. The faculty coordinator was assigned as Director of the Office of International Education.

This year, the SG International Studies and Programs committee adopted its second Strategic Plan 2015-2020.

2016: Harper College became a Board Member College of the Community Colleges for International Development (CCID).

2018: Harper College was awarded the *Senator Paul Simon Spotlight Award for Campus Internationalization* by NAFSA: Association of International Educators. President Kenneth Ender and Dr. Richard Johnson accepted the award on behalf of the college at a formal ceremony in Washington, D.C.

2019: The position of a full-time Program Assistant for the Office of International Education was approved.

2020: Harper College won the Institute of International Education's (IIE) Andrew Heiskell Award for *Innovation in International Education at the Community College*. Associate Provost Dr. Kathy Bruce and faculty director Dr. Richard Johnson traveled to New York City to accept the award on behalf of the College.

## Appendix E

### Memberships and Affiliations

#### National and International Institutional Memberships

**Community Colleges for International Development (CCID)** engages and empowers an international association of community, technical, and vocational institutions to create globally engaged learning environments. Harper College is a Board Member College of CCID.

**Illinois Consortium for International Studies and Programs (ICISP)** offers education abroad programming to students, professional development opportunities for postsecondary educators, and international exchange programs for member institutions. Harper College is a founding member of ICISP.

**International Educators of Illinois (IEI)** is a state-level organization that promotes and supports the professional development of individuals in the field of international education through collaboration, workshops, conferences, and leadership opportunities within the state of Illinois.

International Programs of **American Association of Community Colleges (AACC)** promotes global awareness, intercultural understanding, and international engagement for students, faculty, staff, and administrators.

**NAFSA Association of International Educators** is dedicated to international education and exchange.

**Forum on Education Abroad** develops and disseminates comprehensive standards of good practice, resources and training, advocates for education abroad and its value, and engages the field in critical dialogue to benefit students.

**Institute of International Education (IIE)** aims to help people and organizations leverage the power of international education to thrive in today's interconnected world.

**USMEXFUSION Association for Institutional Internationalization** supports higher education institutions to internationalize their campuses and to develop global graduates.

#### Education Abroad Provider Affiliations

**Barcelona SAE** provides superior quality study and intern abroad program options in Barcelona that incorporate a strong intercultural element for our students. All programs incorporate experiential learning and cultural immersion in order to open the eyes of the next generation of leaders to a global world.

**CAPA The Global Education Network** is committed to working worldwide in a manner that is transparent, truthful, and respectful with all students and partner institutions.

**CIS Abroad** provides culturally-immersive academic experiences to students.

**College Consortium for International Studies (CCIS Study Abroad)** is a partnership of colleges and universities - two and four year, large and small, public and private, domestic and foreign – that encompasses the broad spectrum of international higher education.

**International Studies Abroad (ISA)** offers high-quality education abroad programming in Africa, Asia, Europe, Latin America, and the Pacific, providing a range of study, internship and service-learning opportunities.

**Knowledge Exchange Institute (KEI Abroad)** develops affordable comprehensive programs that integrate courses, internships and cultural interaction.

**Unearth the World** is a social enterprise devoted to planning meaningful and transformative volunteer abroad opportunities for students, professionals, groups and families. UtW prioritizes social impact, financial transparency, and volunteer education.